



# Bridge Hall Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£ 17,500	<b>Amount of Grant Spent</b>	£17,500+	<b>Date</b>	Updated July 2024
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving consistently

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	54%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	32%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	75%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated :	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>Cheshire Cricket sessions 6 week course for KS2</li> <li>Tagtiv8 belts for spag and number</li> <li>OAA</li> <li>Handball</li> </ul>	<p>Free</p> <p>£1800</p> <p>£1300</p>	The children have enjoyed having coaches to teach cricket and handball. Having the coaches ensured quality teaching and allowed staff a bit of CPD.	<p>To ensure correct use of the tagtiv8 belts within the cross-curriculum for each year group.</p> <p>To receive and implement OAA mapping and planning.</p> <p>Take up free opportunities to involve children in a variety of sports and physical activity.</p>			
Lunches & playtimes	<ul style="list-style-type: none"> <li>Active lunch times with ESC</li> </ul>	£3000	<p>Engagement for all children during social times</p> <p>Structured activities to improve children's fitness</p> <p>Fewer instances of poor behaviour in targeted groups</p>	<p>Made the decision to continue the use of ESC as lunch sport provision.</p> <p>Children will be upskilled to run lunch and playtime activities.</p>			

Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> <li>● Football</li> <li>● Multi-skills</li> <li>● Handball</li> <li>● Cricket</li> </ul>		Not best uptake for after school clubs.  No morning clubs	To review provision clubs.  To encourage and target children to join the clubs to improve their own attendance			

## Key indicator 2: Raising the profile of PE & Whole School Improvement

- *The profile of PE and sport being raised across the school as a tool for whole school improvement*

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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated :	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Attendance & Punctuality	<ul style="list-style-type: none"> <li>● Pupil premium events</li> <li>● Opportunity for Forest school - target children with lower attendance</li> <li>● Enrichment days (Quidditch/OAA)</li> </ul>	£770	Improving children's punctuality to school. Forest school proved popular with all pupils that attended. It did have a marked improvement of attendance and punctuality of both KS1 and KS2 children	More to be done with this group of children through SHAPes in 24/25			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>● Opportunity for Forest school - target children with SEMH difficulties</li> <li>● Pupil premium events</li> <li>● Spirit of the games values</li> </ul>	0	Forest school proved popular with all pupils that attended. Most children were more settled in class and had an increase in confidence.  Children working towards SoG values to earn stickers in lessons.	Continue with SoG values as per support through SHAPes.  Award more sporting achievements throughout the year.			

Improving Academic Achievement	<ul style="list-style-type: none"> <li>● Active curriculum</li> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> </ul>	0	Some assemblies focused on sporting achievements and events within the year. Children responding well to role models within sport.	<p>Whole school targets met more effectively</p> <p>Staff make links across subjects &amp; themes including PE</p>			
Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>● Link with PSHE lead</li> <li>● Staff training on Active Schools through SHAPes</li> <li>● Opportunity for Forest school - target children with SEMH difficulties</li> </ul>	0	<p>Children are taking responsibility for their own health and wellbeing (including physical activity and diet)</p> <p>Children's self-confidence improved through involvement in active days/events</p>	<p>School values ethos are complemented by sporting values</p> <p>Pupils understand the contribution of PA, SS &amp; sport to their overall development</p> <p>More to be done with this group of children through SHAPes in 24/25</p>			

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	All classes given		Physical literacy of pupils is slowly improving. Most classes accessing time allocated for PE	Continue to timetable 2 hours PE per week to each class. Monitoring on 2hour weekly classes being completed			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	Develop & implement a professional learning plan for the needs of all staff  Support from SHAPES specialist	£5,600	All teachers received a term of CPD through SHAPES. Staff voice on subjects they would like CPD on considered. Staff meeting on adapting the PE curriculum for SEN given	Ensure staff given CPD for subjects they are least confident in. Possibility of upskilling staff in various areas.			
PE Coordinator allocated time for planning & review	Subject leader time allocated Attendance at PLT Attendance at CASS meeting		Able to access all events and opportunities through SHAPES. Began our journey to becoming a CASS school.	Sustain attendance at PLT. Possibility of further review time			
Review supporting resources	SHAPES buy back - mentoring for staff Use of Get Set 4 PE		Get Set4PE popular planning tool for staff. Most staff agree CPD has been beneficial.	Reassessing best use of GetSet4PE to support lesson delivery and assessment			

Review of PE equipment to support quality delivery	New equipment purchased to ensure safety and quality. Benches  Resourcing for lessons with equipment protected for PE lessons	£1550  £1400	Available equipment to support the planning in GetSet4PE.	Inventory report to be completed for new year.  Equipment to be further protected from use from outside agencies/play vs lesson equipment			
Targets relating to PE delivery being encouraged to form part of performance management	Appraisals led by SLT, PE coordinator is present		Evidenced in staff appraisal Evidenced in impact of rapid improvement plan Evidenced in School Improvement plan	Continue to support PE lead			
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	PE lead to hold staff meetings  CPD on new initiatives/equipment (Quidditch, OAA, Tagtiv8)	£770	TA's support teacher during lessons and often lead parts of sessions to develop their own skills  Qualified Level 6 specialism for PE Lead	More opportunity for CPD for TA's and other adults			
Develop an assessment programme for PE to monitor progress	Use SHAPES Alliance (Stockport Schools Health, Activity, Physical Education and Sport Alliance)  Get Set 4 PE implemented across the school		Whole school approach to assessment	More consistent use of assessment – staff to ensure assessment completed  Link use of GetSet4PE assessment to supplement whole school assessment			

#### Key indicator 4: Broader Range of Activities

● *Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Review extra-curricular offer	<p>Alternative physical activity offer (Quidditch)</p> <p>Termly review of extra-curricular activities based on pupil voice</p> <p>Develop offer to ensure each year group &amp; gender are catered for e.g. festivals, health &amp; activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games</p>	£1200	Extra-curricular clubs for all year groups across the school year. Some children have joined the clubs and committed to them.	<p>Review timetable of extra-curricular activities to ensure children given the chance to compete effectively</p> <p>Include for whole school challenges throughout the year to promote extra-curricular activities</p>			
Review extra-curricular activity balance	<p>Football</p> <p>Multi-sports</p> <p>Dodgeball</p> <p>Handball</p>	£2000 (ESC)	Some children have joined the clubs and committed to them.	Allocate spaces for different children to complete a broad range of activities throughout the week			
Review offer for SEND pupils	MSU during curriculum time		Some SEND children involved in after school clubs – registers and allocation of places	<p>Ensure that SEND pupils are catered for in all activities offered through school</p> <p>More to be done with this group of</p>			

				children through SHAPes in 24/25			
Target inactive pupils	Target children for Forest School		Children who normally were inactive came alive down in Forest School joining in tag games and running around. Lifting and carrying objects.	More to be done with this group of children through SHAPes in 24/25			

## Key indicator 5: Competitive Sport

- *Increased participation in competitive sport*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>• Use SHAPes Competition Events Calendar to plan competition entries for year</li> <li>• Use new SHAPes booking system to enter events</li> <li>• Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events</li> <li>• Review children who have represented school in the past (registers) &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before</li> </ul>	£5600 SHAPes	Children participating in competitive sport enjoyed the experience and talent was able to be spotted to celebrate.	<p>More competitive sport inter and intra school needed next year.</p> <p>Block out inter school with SHAPes competitions</p> <p>Set up cluster football tournament.</p>			
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>• Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>		Not fully monitored this year	Monitor SEND pupils involvement in competitive events			

Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>Review current Level 1 provision and participation rates</li> <li>Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year</li> <li>Engage with SHAPES annual school challenge</li> </ul>		Not monitored this year	More use of competition and game play in PE			
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>		Have our own Mini buses	Worked well to attend events we may not have been able to  BrownLee Triathlon Stockport School of Gymnastics.			
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> <li>Train Junior Play Leaders</li> </ul>		Not focused on this year	Create a sports council and play leader training			
Extending Competition Offer	<ul style="list-style-type: none"> <li>Consider establishing friendly competitions with neighbouring schools</li> </ul>		Not focused on this year	Set up cluster football tournament.			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>Links with Stockport School of Gymnastics</li> <li>Links with Cheshire Cricket Club</li> <li>Stockport County Partnership</li> </ul>		Working relationship with a number of outside agencies willing to offer the school more opportunities	Keep building links with local clubs			

